

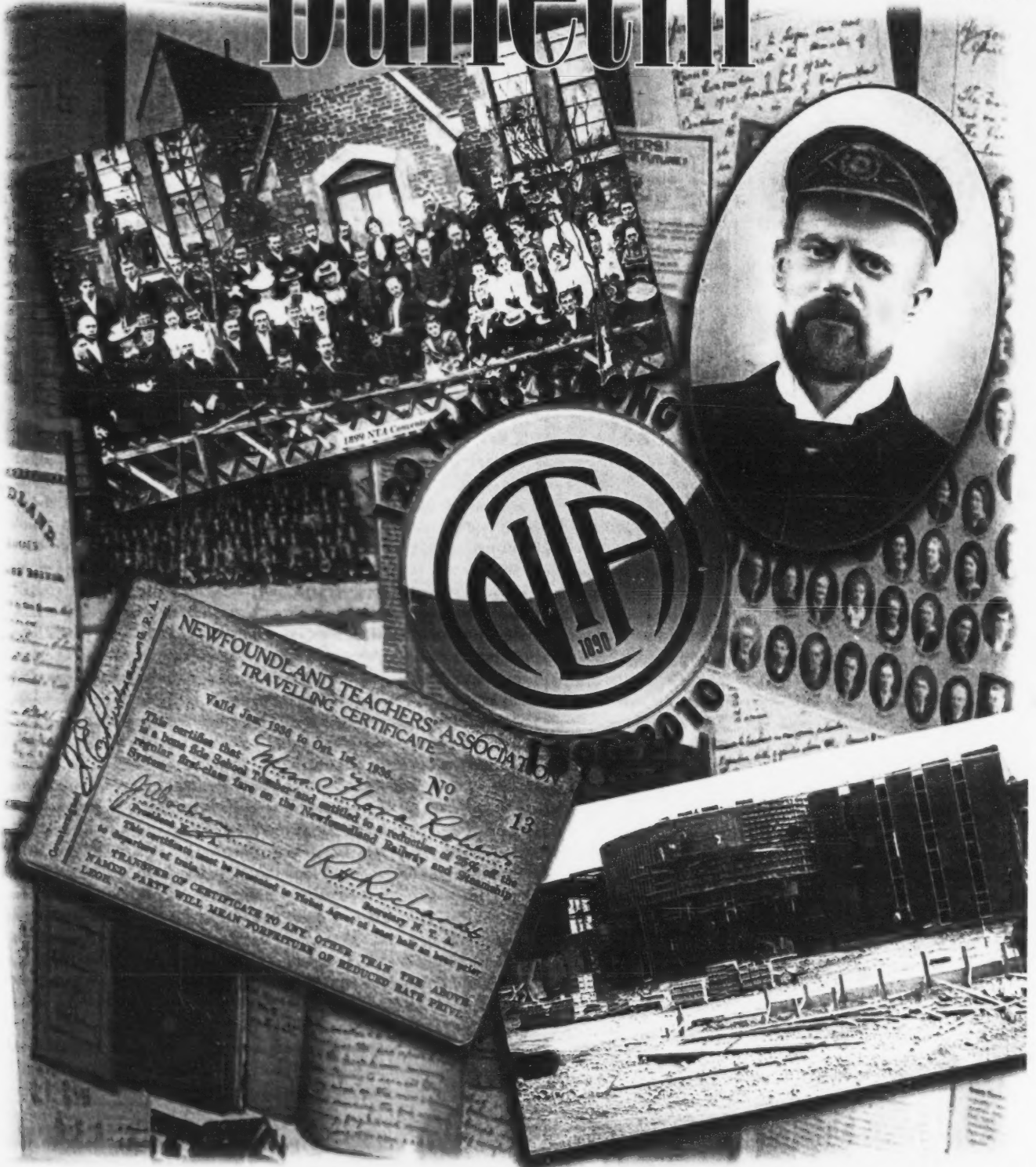
NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

# bulletin

Vol. 54/No. 2

November 2010



# Up Front from the President



**"I**n a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for

something less, because passing civilization along from one generation to the next ought to be the highest honour and the highest responsibility anyone could have."

~ Lee Iacocca

On July 1, on behalf of the Newfoundland and Labrador Teachers' Association, I laid a wreath to remember all the men who died at Beaumont Hamel. It was a very somber occasion with many veterans seated in rows waiting their turns to lay wreaths on behalf of their fallen comrades. When I returned from laying the wreath, a veteran grabbed my hand and asked me if I was a teacher. I replied yes. He continued to grip my hand and said, "thank you for not letting the children forget and please keep telling them about all the wars and what we sacrificed for them." I assured him that there are teachers in this province who serve in the armed forces and when they return to the classroom they tell their stories to their students. I also explained that the teachers of this province continually celebrate Remembrance Day in the schools each and every year. Most schools have special ceremonies marking the occasion. As he continued to squeeze my hand I assured him we would never let their valiant courage ever be forgotten. He said thank you

and asked me if I knew what an enormous responsibility being a teacher was. I told him that the teachers in Newfoundland and Labrador certainly do not take their responsibilities lightly of educating the students of this province. Once again the trust and value that other people place in teachers was brought home to me by this veteran.

On November 22, 2010 the Newfoundland and Labrador Teachers' Association will celebrate 120 years of service and dedication to education in this province. It is an honour and privilege for me to be working on your behalf in my capacity as President as we embark on our 120th year of being a professional association.

There are many wonderful examples of positive learning opportunities being provided to the students of this province through the dedication and commitment of teachers. I have had the opportunity to attend Thanksgiving celebrations, Olympic Games ceremonies, Read-a-longs, school community breakfast events, Terry Fox walks, Christmas concerts, judging student speak-offs, Education Week ceremonies, Remembrance Day celebrations, and many more. The teachers in this province do an absolutely fabulous job of providing a top quality education to all the students in their care. Teachers in this awesome profession go above and beyond on a regular basis to ensure that all students are provided with a first rate education.

On this special anniversary it is important to celebrate our successes and our commitment to education in this province. The parents of Newfoundland and

Labrador can feel quite confident in the education that their students are receiving from our compassionate and dedicated teachers. As the quote above states, "passing civilization along one generation to the next ought to be the highest honour and highest responsibility anyone could have". During this momentous year stand tall and be proud of your chosen profession and all of your accomplishments, there are so many.

In the installation speech from His Excellency the Right Honourable David Johnston, 28th Governor General of Canada, it was refreshing to hear his comments on education. In his address he stated, "During my term, we will find ways to properly recognize our teachers who are responsible for our intellectual development. If there is one trumpet call from my remarks today, let it be *Cherish Our Teachers*." Once again it has been reaffirmed the quality work and responsibility that we all have as teachers.

*Lily B.*

# bulletin

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## CONTENTS

### Features

- 6 Group Insurance**  
*New Critical Illness Insurance*  
by Perry Downey
- 8 Collective Bargaining**  
*Collective Bargaining – Time to Prepare*  
by Don Ash
- 9 Changes to the Portability of Pension Service within the Province**
- 10 NLTA: 120 Years Strong**  
*Serving Teachers and Education for 120 Years*  
by Edward Hancock
- 16 Excerpts from an Address by William W. Blackall at the 1899 NTA Convention**

- 18 Living Well**  
*Resilience, Energy, Time: Creating Our Own Igors*  
by Judy Beranger
- 20 Reflections**  
*As Plain as the Nose on Your Face*  
by Beverley Park
- 22 Virtual Teacher Centre**  
*L'ADN pédagogique...*  
par Jim Murphy
- 24 Professional Development**  
*TESIC 2010*  
by Thomas Sheppard

### Departments

- Up Front from the President* 2  
*On Location News* 4  
*Resources* 27  
*Calendar* back cover

### NLTA Committees 2010-11

Committee	Location	Members
Communications/Political Action	Corner Brook	Graydon Pelley (Chair); Janice Bugden; Erica George; Sidney Hillier; Darren Hutchings; Audrey Lavallee; Brandy Thomas; Lesley-Ann Browne (Staff Consultant)
Curriculum	Rocky Harbour	Jean Murphy (Chair); Callista Burrigge; Cecilia Gaulton; Cory Greene; Clarence Humber; Sonya Lewis; Denise Reid; George Tucker (Staff Consultant)
Equity Issues	St. John's	Jeanne Williams (Chair); Kim Bourgeois; Clarence Button; Michelle Dinn; Dawn Hinchey; Colleen Martin-Ward; Mary van Thiel; Beverley Park (Staff Consultant)
Finance and Property	Grand Falls-Windsor	Gabriel Ryan (Chair); Graydon Pelley; Sandra Quigley; Derek Drover; Jim Fox (Staff Consultant)
Group Insurance Trustees	St. John's	Derek Drover (Chair); Doreen Noseworthy (RTANL Representative); Linda Chaisson; Marlene Curran; Scott Fraser; Rhonda French; Paula Smith (Provincial Executive Member); Perry Downey (Staff Consultant)
Membership Benefits & Services	Marystown	Jackie Maloney (Chair); Stephen King; Gordon (Lee) Masters; Dolorosa Murphy; Wendy Myles; George Sheppard; Maureen Wrice; Steve Brooks and GERALYN Costello (Staff Consultants)
Professional Issues	Goose Bay	Sandra Quigley (Chair); Steve Colbourne; Doug Crane; Trevor Finia; Marie MacDonald; Sherry Myers; Gail Squire; Beverley Park and George Tucker (Staff Consultants)
Teacher Health & Wellness	Deer Lake	Tina Matthews (Chair); Steve Buffett; Aiden Chaytor; Richard Collins; Alicia Oldford; Kelly Pevie; Sherri Rose; Perry Downey (Staff Consultant)

PROVINCIAL/NATIONAL/INTERNATIONAL

# NEWS

GANDER

## TESIC hosts "Trends and Technology 2010"

"When one thinks about technology and viruses H1N1 does not jump to mind; however, for the past Technology Educators Special Interest Council (TESIC) it was indeed this virus that created much havoc for hosting our past bi-annual conference," said Christina Cox, TESIC Vice-President.

After a fall postponement and much ado, Trends and Technology 2010 took place on March 18 and 19 in Gander. While the numbers in attendance were small, the talk was large, especially given the keynote speaker was Amber MacArthur, co-founder of MGImedia.ca and a well-known name in the industry relating to Social Networking.

Amber jump started the conference looking at specific areas of interest for technology users such as Podcasting, Twitter, NING, etc., noting that the list of ongoing technology initiatives can be exhausting to educators who can and some are becoming overwhelmed trying to keep up with the latest and the greatest. The evening's direction then turned to security concerns, resources and creative ways of implementing these newer methods into the classrooms with the intention of engaging the learners and ultimately having all who are involved learn something. Amber concluded the evening with accolades that teachers do not have to be technology teachers to use technology, sort of speaking to the converted with this audience. Rather, teachers have to be willing to try something new and be willing to share this newfound knowledge with others so that all can learn together. Amber invited everyone to follow her on twitter or at [www.ambermac.com/](http://www.ambermac.com/).

The next day showed an impressive display of various aspects existing within the current technology curriculum by lead teachers in areas such as NXT Robotics, Underwater ROV, Energy and Power just to name a few. "The most prominent concern to come out of the conference sessions, however, was

the desire to make the TESIC council more inclusive and relevant to all levels of educators," said Ms Cox. "The desire is to make resources available through this council for all grade levels based on teachers' interest and goals. Any teacher who chooses can sign up to become a member of the TESIC and can follow along with the council's activities through the Virtual Teacher Centre."



Outgoing TESIC President Corey D'Entremont making a thank you presentation to Amber MacArthur, keynote speaker.

The conference concluded with its AGM luncheon and it was during this meeting that the initial steps began towards a more inclusionary strategy with the election of a new council consisting of representatives from primary/elementary, intermediate and high school teachers from all across this province. A big thank you goes out to the outgoing committee members and a big welcome to those joining the council for the next term.



Amber MacArthur



## GRAND FALLS-WINDSOR

### Exploits Valley Branch honours branch retirees

On June 3, the Exploits Valley Branch hosted its Annual Retirement Dinner in honour of this year's Branch retirees – Sheila Hannaford, Nellie Wall, Florence Cross and Geraldine Warr.

Both Sheila Hannaford and Nellie Wall were presented their scrolls by Branch President Richard Duffy and their NLTA pins by Branch Vice-President Paul Moore. The branch was delighted to have several guest speakers attend – Charlie McCormack representing the Nova Central School District and Derek Drover speaking for the NLTA Executive. As well, pre-dinner entertainment was provided by Brian Grouchy. An excellent meal was provided by the Mount Peyton Hotel in Grand Falls-Windsor and a great time was had by all.



Pictured are Sheila Hannaford (left) and Nellie Wall (right).

## NEWFOUNDLAND & LABRADOR

### 2010-11 Legal Essay Competition

The Law Foundation of Newfoundland and Labrador is again sponsoring its 2010-11 Legal Essay Competition, in this its 28th year, to provide an opportunity for high school students to research and write an essay of not less than 750 words on any topic relating to law, lawyers, the legal system or the administration of justice in Canada.

The Terms and Conditions of Competition, Legal Research Appreciation and Analysis Form, Disclosure Form, as well as posters have been mailed to all high schools in the Province.

Total prizes to students and schools are valued at \$3,500. The deadline for submissions is March 2, 2011.



NLTA Group Insurance Program

## Important Notice Re: Dental Claim Submissions

The NLTA Group Insurance Trustees wishes to advise all members who are covered under the NLTA Group Insurance Dental Plan that, **effective October 1, 2010, dental claims will be available from most dentist offices either via electronic submission directly to Johnson Inc. (some exceptions apply) or by paper submission.** Before paying your dental bill, members are advised to inquire through their dentist office whether or not the electronic submission of claims option is available.

If there are any questions regarding this process, members are encouraged to contact Johnson Inc. at **1-800-563-1528.**

## NLTA Members Only Website/ Membership Cards

Have you:  
received your user name and password?  
forgotten your user name and password?  
received your NLTA membership card?

If you are a new teacher or have not yet received your user name and password, please click "**First Time Registration**" on the main page of the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca).

If you have already registered for the Members Only Website but have forgotten your user name and password, please click "**Member Login**" and then the "**Forgot Password?**" link. (Note: Your user name is your email address.)

In order to receive your new NLTA membership card go to [www.nlta.nl.ca](http://www.nlta.nl.ca) and click on the new membership card icon.



*Effective Date of Coverage: January 1, 2011*

## New Critical Illness Insurance

by PERRY DOWNEY

**“W**elcome to Tim Horton's. Can I take your order please?”

“Yes, I would like to order a large double-double and a blueberry muffin, please.”

“Will that be all?”

“Yes”.

“That'll be \$2.76. Please drive through.”

How many of us have had this kind of conversation during a weekend visit to Tim Horton's or on our commute to work some morning? How often have you placed this, or a similar kind of order during the year? Once a day? Once a week? Once a month? Many of us have our favorite fast food cravings every couple of days and we can often satisfy that craving with a loonie or two each time they arise.

### Some Medical Statistics for Canada (2010):

Did you know that ...

- 1 in 4 Canadians will contact some form of heart disease during a lifetime and that 75,000 Canadians suffer from heart attacks each year?
- 1 in 2 heart attack victims are under the age of 65 and that there are approximately 11,000 bypass surgeries performed in Canada each year?
- 50,000 Canadians suffer a stroke each year and 75% survive the initial event, with 60% of stroke victims being left with a disability?
- an estimated 173,800 new cases of cancer and 76,200 cancer deaths are expected in Canada in 2010?
- there will be an estimated 24,600 men diagnosed with prostate cancer and an estimated 23,200 women diagnosed with breast cancer in 2010?
- 1 in 3 women and 1 in 2.5 men will develop cancer in their lifetime?
- more than 50,000 Canadians have Multiple Sclerosis and women are twice as likely to develop MS as men?
- the most common cause of spinal chord injuries are car accidents and falls and there are more than 30,000 Canadians that suffer from paralysis of two or more limbs?
- kidney disease ranks 6th among diseases causing death in Canada and that approximately 2,000 Canadians are on a waiting list for kidney transplant?
- 1 in 4 people develop kidney disease?

Theses are just a few statistics that clearly demonstrate that there are some events in life that we have very little, if any, control over. However, there is one thing that is certain and that is we all need to be better financially prepared when one or more of these life-threatening diseases or injuries strike us. Being financially prepared is often the key to a speedier recovery.

At this point, you're probably asking yourself: “What is the connection between ordering a coffee and a muffin at a Tim Horton's and statistics on major illness/injuries in Canada? And how can I be better financially prepared to cope with a critical illness or injury?”

As was previously announced by the NLTA Group Insurance Trustees at the beginning of this school year and in the September/October edition of *The Bulletin*, effective January 1, 2011, **ALL teachers in the province who are “actively at work” on that date will be automatically enrolled in a new \$10,000 Basic Critical Illness Insurance Benefit.** In addition, all teachers, i.e., active, retired, substitute teachers, and spouses of teachers will be eligible to apply for additional coverage under a new Voluntary Critical Illness Insurance Benefit. This new Voluntary Benefit will enable applicants to receive up to \$50,000 of additional coverage without requiring a “Statement of Health”. Anyone wishing to receive Voluntary Critical Illness coverage beyond \$50,000 will be required to complete and submit a “Statement of Health” Application for review and approval. Applications for the Voluntary CI coverage are available by contacting the Plan Administrator, Johnson Inc. at 1-800-563-1528 or on the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca); go to “Online Forms” or “Publications” and then “Critical Illness”. Completed application forms must be forwarded to Johnson Inc. Voluntary Critical Illness Insurance premium rates are based on age, gender, and smoker/non-smoker status and the maximum coverage is \$300,000.

**The premium rate per payday for \$10,000 Basic Critical Illness Benefit will be \$1.96.** (That's \$0.80 cheaper than one of your Tim Horton's orders! Also, note that premiums for the \$10,000 Basic Critical Illness Benefit will begin as of the first pay period in December 2010.)

**The number of critical illnesses/injuries covered by the two CI policies is 29.** (That's an additional 22 more illnesses/injuries than those mentioned in the above statistics!)

#### **Additional Dependent Child Benefit**

An additional \$5,000 Dependent Child Benefit is also available. This benefit covers all eligible dependent children under age 21 or under age 25, if in full-time attendance at an accredited educational institution. The cost of this coverage is an additional \$1.19/pay period (\$2.38 per month). (**Note:** Only members who are enrolled in the Voluntary Critical Illness Insurance Benefit are eligible to avail of this additional coverage.)

#### **New Teachers**

All new teachers who are employed in the province in the future will be automatically enrolled in the Basic Critical Illness Insurance Benefit and will be eligible to apply for the Voluntary Critical Illness Insurance Benefit.

**T**o date, the response from teachers regarding the introduction of this new insurance benefit has been extremely positive. Many have indicated that they have already or will be applying for the additional Voluntary benefit, as well as, the Dependent Child Benefit. Many have expressed their appreciation that these benefits have been made available, however, many have also expressed the desire never to have to file a claim. Just knowing that this type of insurance coverage is now available is comforting in the event that one has to use it. Many have compared the critical illness insurance to that of their own personal home insurance. Many have suggested that they hope that they never have to file a claim with their insurance carrier because their house has been destroyed by fire, but there is comfort in knowing that if something tragic like that happens, at least they have their home insured. The same is true of the critical illness insurance. Having a Critical Illness Insurance Benefit will definitely assist you and your family if you were to develop one of the critical illnesses or experience a critical injury.

Brochures and posters regarding these two new benefits were mailed to all schools throughout the province in September. If you have any questions or require further information regarding these new benefits, please contact your Plan Administrator, Johnson Inc. at 1-800-563-1528 or an Administrative Officer at the NLTA at 1-800-563-3599 or (709) 726-3223.

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*Perry Downey is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.*



# Collective Bargaining – Time to Prepare

by DON ASH

**T**eachers are currently in year three of a four-year collective agreement which expires in August 2012. This article is intended to advise teachers to put preparation for the next round of bargaining on their radar.

A key part of collective bargaining preparation, and ultimately a successful round of negotiations, is identifying the priorities and concerns of teachers. Gathering input from teachers through individual submissions, branches, special interest councils, Joint Council and BGM is necessary to ensure the opening proposal or "asking package" represents the priorities of the membership. The following describes the process that the NLTA will follow in building this opening proposal and a general timeline for doing so.

**January 2011:** A Collective Bargaining Committee (CBC) will be established. The primary role of this Committee is to develop the opening proposals for negotiations and the Committee will consider all sources necessary to obtain views representative of the total spectrum of the membership. These sources should include, but not be limited to:

- i) Problem areas of the current Collective Agreement;
- ii) Other current collective agreements in the province;
- iii) Current collective agreements of affiliates across Canada;
- iv) Convention resolutions;
- v) NLTA policy;
- vi) NLTA collective bargaining files;
- vii) Written submissions from individuals, branches and special interest councils;
- viii) Report of previous negotiating committee.

**January-June 2011:** The Committee will gather membership input, conduct research, and determine the Association priorities based on this information. Language for specific articles in the opening package will be prepared.

**August-October 2011:** The Committee will present the priorities and proposals to Provincial Executive, who will review, recommend changes, and return the proposals to the Collective Bargaining Committee for final revisions.

**November 2011:** Joint Council will meet for the purpose of reviewing the priorities and general objectives to confirm whether or not the CBC and Executive are properly tuned to the membership wishes.

**November 2011:** Executive will meet to give final approval to the opening proposals and priorities.

**Post-December 2011:** A Negotiating Team will be appointed and inserviced. The Provincial Executive will make decisions regarding the timing for serving notice to Government to open negotiations.

**2012:** Negotiations will commence; bargaining sessions will be scheduled.

## Summary

Teachers should begin considering and discussing in staffrooms and meetings the priorities they wish the Association to pursue in the next round of bargaining. Teachers should participate and take ownership of the process by making submissions and completing surveys when asked to do so.

The key to a successful round of bargaining is preparation and knowledge that the interests of the membership are represented in the opening proposals.

Any comments or questions can be directed to NLTA President Lily Cole or to the Benefits and Economic Services Division.

*Don Ash is Assistant Executive Director of the NLTA.*



# Important Notice

## Changes to the Portability of Pension Service within the Province

Please read the information below as provided by the Pensions Administration Division of the Department of Finance regarding changes to the Portability of Pensions Act.

This notice applies to you if:

1. You are currently a member of one of the plans noted below;
2. You were previously a member of another of the plans noted below; and
3. Upon leaving your previous employer you left your pension contributions with your former plan.

The *Portability of Pensions Act* (the Act) provides for the transfer of pensionable service between various public sector pension plans including:

- Public Service Pension Plan
- Teachers' Pension Plan
- Uniformed Services Pension Plan
- Members of the House of Assembly Pension Plan
- Memorial University Pension Plan

Government has approved amendments to the Act which will change the basis for service transfers between the plans subject to the Act.

Under the previous Act, individuals could transfer service from one plan to another when moving between employers, for example, moving from MUN to the Provincial Government, provided the individual did not receive a termination benefit (i.e. refund, pension, etc), from the former plan. Transfers of service between plans were based on the required employee and employer contributions to the plans (two times contributions).

The amount required by the importing plan to credit an employee's service would have been two times the contributions based on the salary at the date the employee was hired under the importing plan. The amount available for transfer from the exporting plan would have been the total of the employee and employer contributions plus interest on deposit at the date of transfer. If the amount available for transfer was less than the amount required, the employee had the option to pay the difference or be credited with a lesser period of service.

Under the new amendments, **effective January 1, 2011**, the amount available for transfer from the exporting plan and the amount required by the importing plan will be determined using the actuarial cost of the service at the date of election to

transfer. The actuarial cost represents the lump sum value of the pension benefit related to the period of service, based on the actuarial assumptions used in the plan's most recent actuarial valuation. Similar to the previous Act, any deficiency in the amount available for transfer and the amount required to credit all service will continue to be the responsibility of the plan member.

As with previous changes to the administration of pensions, there will be a transition period to December 31, 2010, where affected employees will be given the opportunity to evaluate their transfer options under both methods. As each transfer is unique, depending on an employee's circumstance, the potential impact on affected employees of modifying the transfer method will have to be calculated on an individual basis. **The Pensions Administration Division of the Department of Finance will provide estimates under both methods to plan members provided their request to transfer is received in the Pensions Division by December 31, 2010. Plan members who apply to transfer service prior to January 1, 2011 will be given the opportunity to choose which method is more beneficial. Requests received after that date will be based on the transfer of actuarial cost.**

This change is being implemented to ensure consistency in the method for crediting service under the plans. The crediting of pensionable service under this Act is the only remaining situation which does not reflect the actuarial cost of the service. Currently, all purchases of prior service and transfers of service between other plans, such as the federal pension plan are based on actuarial cost.

It should be noted that in cases where an employee received a termination of employment benefit from the former plan, the employee can purchase the service under the current plan based on an actuarial cost. This is provided under the existing pension plan legislation.

If you have any concerns or questions or wish to transfer service from another Newfoundland and Labrador provincial pension plan to the Teachers' Pension Plan, please contact the Pensions Division at 729-3931 or 3932. The **Portability of Pensions Application** may be downloaded from the Pensions Administration Division's website via the following link [www.fin.gov.nl.ca/fin/forms/portability.pdf](http://www.fin.gov.nl.ca/fin/forms/portability.pdf).



# Serving Teachers and Education for 120 Years

by EDWARD HANCOCK

The 120th anniversary of an organization is a significant occasion and an appropriate time to reflect on some of the key events in the organization's history and development. This month marks the 120th anniversary of the founding of the Newfoundland and Labrador Teachers' Association on November 22, 1890. As it reaches this 120th milestone, the Association is established as the union and professional organization of teachers in the K-12 system in Newfoundland and Labrador with 5600 regular teacher members and nearly 2,000 substitute teacher members who all have statutory membership in the NLTA. It has its own act of incorporation (the Teachers' Association Act), is the legally recognized bargaining agent for teachers employed by the province's school districts under the Teachers' Collective Bargaining Act and is the voice of teachers on all matters affecting the province's K-12 education system.

However, it was not always thus. The Association was formed in 1890 amid desperate working and living conditions for teachers. Its fortunes had their ups and downs and natural growing pains in the early years of the 20th Century. Membership in the Association was voluntary until the 1950s and it was not until 1973 that it acquired the right to bargain collectively for teachers' salaries and working conditions.

In his book, *A History of the Newfoundland Teachers' Association: 1890-1930*, Dr. Harry Cuff documents the Association's early years and much of the information concerning the years up to the 1960s in this article is drawn from Dr. Cuff's research. When James Frederick Bancroft and a small group of teachers assembled in the Church of England schoolhouse in Spaniard's Bay, November 22, 1890 and decided to form a teachers' association, it was the culmination of a series of meetings that took place that Fall. The very first constitution of the Association, published early in 1891, pronounced its dual purpose: that the Association "shall have for its object the protection of teachers and the advancement of the interest of education generally."

The conditions of teaching and learning and the personal circumstances of teachers generally in the province at that time demonstrated the need for such an association. The province's first schools were established community by community through the involvement of churches and mission societies. The very poor conditions in many of these small fishing communities reflected themselves in the conditions in the small one-room schools and in teacher salaries and working conditions. Teachers' personal circumstances were not a high priority and little attention was paid to teachers' professional training. Salaries were generally very low and dependent on local circumstances. Class sizes were high in these generally all-grade classrooms, student attendance rates were very low and most teachers were not highly qualified.

Records of early Association meetings note that much attention was given to the subjects of teachers' pensions, insurance and salaries. The new Association quickly became active and a petition was presented to the legislature in March 1891. The legislature appointed a Select Committee on Education which was directed to consider the NLTA's resolutions. It would seem that the impact and influence of the new teachers' association were quickly felt. The Select Committee on Education made its report and, as Cuff notes (page 18), an Education Bill was passed by the House of Assembly in May 1891 providing for the establishment of a nine-person Board of Commissioners with powers in such areas as teacher training, the examination of teachers, allocating increased funding for teachers' salaries, and providing for a life insurance or retiring allowance for teachers. Improvements in education spending quickly followed with the establishment of a pension fund and supplements to teachers' salaries.

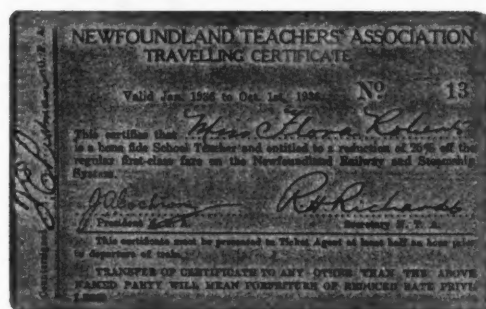
Interestingly, Bancroft left teaching in 1891 and took a job as a customs collector in Bonne Bay. There is little record of activity of the newly formed teachers' association through the rest of the 1890s until what Harry Cuff refers to as "the second founding"



James Frederick Bancroft

in 1898. A teachers' convention was held in July of that year and 60 percent of teachers in the province attended (many of whom were in St. John's attending Summer School). Shortly after that convention, a second petition was presented to the House of Assembly but it was rejected by the government. Cuff notes that there was then another decade of little further activity for the NTA until 1909. That summer, the Association for the Prevention of Consumption (tuberculosis) arranged for a meeting of approximately 400 teachers in St. John's "with the purpose of enlisting their aid in the fight against tuberculosis" (Cuff, page 42). Teacher leaders took advantage of this gathering and the NTA was reactivated at a meeting in August 1909.

According to Cuff (page 67), "the history of the NTA after its second founding in 1898 up to the year 1919 is one of isolated periods of activity during conventions, followed... by a year of resultant activity engendered by the momentum generated by the convention." However, the 1920s saw greater consolidation of the NTA as the representative organization of teachers, with increased membership numbers and increased association activity. In 1923, the Association hired its first full-time "permanent secretary" giving the Association a permanent staff presence to administer its affairs between conventions. In this same decade, a new Education Act was passed incorporating a new Teachers' Pensions Act and the Association was able to negotiate a 50 percent discount on the railway's train and steamship services.



1936 NTA Travelling Certificate for railway and steamship services.

As Cuff notes (pages 78-79), by the end of 1929, "the Newfoundland Teachers' Association had been firmly established: the *NTA Journal* had been appearing regularly for a score of years; ... the Association stood high in the eyes of teachers for having looked after their welfare; the NTA had sufficient public prestige to command the attention of the Prime Minister and high government officials; a permanent secretary had been appointed; and the Association had acquired

an office." While there would be "many lean years" ahead for the NTA, "the machinery had been set up by 1929 virtually to ensure the continued existence of the Newfoundland Teachers' Association."

The 1930s (the years of the Great Depression) were difficult times for everyone and the education system was not exempt. In 1932, the Newfoundland Government was close to bankruptcy and, forced to make drastic cuts in expenditures, Government cut teachers' salaries by 50 percent and the pensions of retired teachers by 50 percent. A petition of teachers, organized by the NTA, was successful in getting pensions restored but the reduction in salaries was kept in place for one year. The depression greatly affected the lives of working people throughout Newfoundland and most schools outside St. John's still experienced extremely poor conditions. During the 1930s, however, the formation of branches was encouraged by the NTA and, by 1939, 15 branches were in existence.

From 1939 to the time of Confederation, Newfoundland education experienced a low qualified teaching force due firstly to a large number of teachers joining the armed forces and subsequently because of the relatively low salaries. However, there were two key developments during this decade. In 1942, government passed a Free and Compulsory Education Act, following much lobbying by the NTA and, in 1946, a four-year teacher training course was established by Memorial College (later to become Memorial University).

The year 1949 brought Confederation of Newfoundland with Canada. In the cabinet of Joey Smallwood's first government, Samuel Hefferton (NTA President at the time who had been president since 1943) was appointed the first Minister of Education for the Province of Newfoundland. The period 1949 to 1960 was, as Cuff describes it (page 82), "probably the NTA's most glorious decade." The first salary scale based on qualifications and experience was achieved in 1950 followed shortly thereafter by a new improved pension plan for teachers in 1951. Government also agreed to enact statutory membership in the NTA for all teachers in 1951 and, also in that year, the Association joined the Canadian Teachers' Federation. The year 1954 saw the negotiation of a new salary scale which included, for the first time, equal pay for males and females. Further salary increases were then achieved throughout the 1950s.

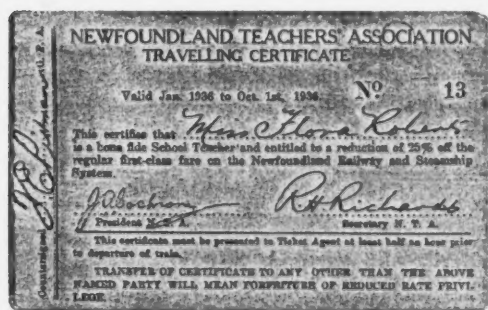
By the year 1960, one-half of all teachers in the province had one year or more of university. In 1962, three new certificate levels (5, 6 and 7) were proposed by the NTA to be added to the salary scale and the proposal received government approval. In



Samuel Hefferton

in 1898. A teachers' convention was held in July of that year and 60 percent of teachers in the province attended (many of whom were in St. John's attending Summer School). Shortly after that convention, a second petition was presented to the House of Assembly but it was rejected by the government. Cuff notes that there was then another decade of little further activity for the NTA until 1909. That summer, the Association for the Prevention of Consumption (tuberculosis) arranged for a meeting of approximately 400 teachers in St. John's "with the purpose of enlisting their aid in the fight against tuberculosis" (Cuff, page 42). Teacher leaders took advantage of this gathering and the NTA was reactivated at a meeting in August 1909.

According to Cuff (page 67), "the history of the NTA after its second founding in 1898 up to the year 1919 is one of isolated periods of activity during conventions, followed... by a year of resultant activity engendered by the momentum generated by the convention." However, the 1920s saw greater consolidation of the NTA as the representative organization of teachers, with increased membership numbers and increased association activity. In 1923, the Association hired its first full-time "permanent secretary" giving the Association a permanent staff presence to administer its affairs between conventions. In this same decade, a new Education Act was passed incorporating a new Teachers' Pensions Act and the Association was able to negotiate a 50 percent discount on the railway's train and steamship services.



1936 NTA Travelling Certificate for railway and steamship services.

As Cuff notes (pages 78-79), by the end of 1929, "the Newfoundland Teachers' Association had been firmly established: the *NTA Journal* had been appearing regularly for a score of years; ... the Association stood high in the eyes of teachers for having looked after their welfare; the NTA had sufficient public prestige to command the attention of the Prime Minister and high government officials; a permanent secretary had been appointed; and the Association had acquired

an office." While there would be "many lean years" ahead for the NTA, "the machinery had been set up by 1929 virtually to ensure the continued existence of the Newfoundland Teachers' Association."

The 1930s (the years of the Great Depression) were difficult times for everyone and the education system was not exempt. In 1932, the Newfoundland Government was close to bankruptcy and, forced to make drastic cuts in expenditures, Government cut teachers' salaries by 50 percent and the pensions of retired teachers by 50 percent. A petition of teachers, organized by the NTA, was successful in getting pensions restored but the reduction in salaries was kept in place for one year. The depression greatly affected the lives of working people throughout Newfoundland and most schools outside St. John's still experienced extremely poor conditions. During the 1930s, however, the formation of branches was encouraged by the NTA and, by 1939, 15 branches were in existence.

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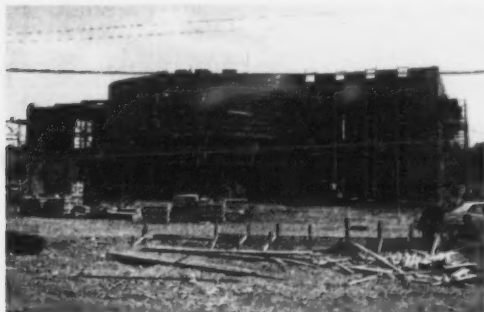
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1964, the NTA Group Insurance Plan was instituted providing to teachers "more comprehensive and less expensive health and life insurance than any other group of employees in the province" (Cuff, page 83). In 1967, with the solid financial footing provided by its statutory membership and improved salaries for teachers, the NTA opened its own modern building at 3 Kenmount Road.



Construction of the NTA Building at 3 Kenmount Road in St. John's.

By the late 1960s, relations between teachers (represented by the NTA) and the Smallwood administration had started to sour. At that time, the NTA did not have the right to bargain collectively on behalf of teachers. Many stories have been told of teachers eagerly listening to the results of government's budget speech in the Spring to hear what raise would be granted on their salaries. The Spring of 1971 proved to be a watershed moment in the NTA's relations with government. Teachers in Newfoundland were the lowest paid in Canada and, with no bargaining rights, NTA representatives could only meet with government officials and present briefs or petitions. In late 1970, after talks had gotten nowhere, frustrated teachers voted 87 percent in favour of a job action – an illegal job action. With no collective bargaining legislation, no collective agreement and no right to strike or access to third party arbitration, teachers' frustrations had reached the boiling point. In the Winter and Spring of 1971, the Association began a series of rotating strikes involving short-term walk-outs rotating through selected schools. In all, around twenty schools were affected, involving over 400 teachers. Because there was no strike fund yet available to partly reimburse the affected teachers for lost wages, all teachers in the province were asked to contribute several days pay to a fund set up to provide strike pay to the striking teachers. This was the beginning of the NLTA Emergency Fund. Following the rotating strikes, talks with government were restarted and eventually an acceptable salary increase was agreed upon.

Two subsequent provincial elections following in quick succession in the Fall of 1971 and the Spring of 1972 saw the fall of the Smallwood Liberal Government and the election of the Progressive Conservatives. Newly elected Premier Frank Moores delivered on an earlier promise and agreed to enact legislation providing for formal collective bargaining for teachers. The Newfoundland Teachers' Collective Bargaining Act became effective on May 31, 1973, recognizing the NTA as the exclusive bargaining agent for teachers in the province's primary, elementary and secondary school system. This Act, with minor amendments since 1973, governs the teachers' collective bargaining process to this day. In June 1973, the first collective agreement was signed. The next few rounds of collective bargaining focused on consolidating and building on the provisions of the first contract and in obtaining some substantial salary improvements.

The late 1970s and early 1980s further consolidated the NTA's position as the bargaining agent (union) and the professional association of teachers. More staff were hired to handle the increasing demand for services in both teacher welfare matters and professional development. During a round of bargaining in 1982, problems arose in the Fall and talks became stalemated. While negotiations continued sporadically into the Spring of 1983, a major stand-off occurred over the issue of the rate of pay for substitute teachers and a number of other issues also remained unresolved. The Association had held a strike vote the previous Fall as part of an attempt to get talks moving again. In April 1983, a decision was taken to institute a "withdrawal of selected services" which included a refusal to provide services for any activities outside of classroom teaching, including student supervision. Lacking the capacity to provide for supervision of students, the school districts closed the schools. A month long strike/lock-out ensued until a new collective agreement was finally reached. Substitute salary rates remained intact and the new contract also included an article which recognized that extra-curricular activities were voluntary (an article which remains in the contract to this day).

The 1983 job action was the Association's first under the new 1973 collective bargaining legislation. The Association's (and teachers') new found militancy was reflected two years later during the provincial election campaign when, to protest a lack of progress in contract negotiations, groups of teachers picketed political rallies which were being attended by the Premier in a number of districts. In 1986, the Association tackled the controversial subject of the province's denominational education system when it issued a brief to government entitled "Exploring

New Pathways". The key recommendation of that brief called on government to establish a Royal Commission with the broad mandate to examine the administrative and economic disadvantages of the denominational system and to provide recommendations for improvement. This was indeed a new position for the Association to take publicly. With "Exploring New Pathways", the Association took a major step into the unknown by calling into question the very existence of the denominational system, pointing out what it called "a serious and extensive flaw" in the system, that being "isolation by denomination". It questioned the duplication of schools in many areas of the province, the proliferation of small schools as a result of the denominational system, the overlapping jurisdiction of school boards, and the existence of government funded denominational education councils. Until the presentation of this brief, one would be hard pressed to find such a critical examination of the denominational system.

Following a change of government in 1989, the new administration with Dr. Philip Warren as Minister of Education established a Royal Commission of Enquiry into the delivery of programs and services in primary, elementary and secondary education in 1990. The Commission issued its report in 1992 and one of its key recommendations was that the province move immediately to a unified system of education which integrates the officially recognized denominations and other religious groups. The events of the next five years included two province-wide referenda on the education system, two amendments to Term 17 of the Terms of Union of Newfoundland with Canada, and eventually a new Schools Act which removed all denominational authority for education in the province.

The 1990s were difficult years in the collective bargaining arena as a world-wide economic downturn led to extreme fiscal restraint measures on the part of government. Previously negotiated salary

increases were wiped out by government legislation in 1991 and 1992 and a stalemate in collective bargaining led to a province-wide strike in May 1994. While the three-week strike resolved several issues, the next few years saw major reductions in teacher allocations and the collective bargaining scene was difficult with nothing in the way of salary and benefit improvements until the very late 1990s.

It was the intent of this article to review some of the key developments in the NLTA's history, so a detailed review of the past decade will not be undertaken here. However, several highlights of that ten year period include significant financial gains for teachers in the 2001-04 and the 2008-12 contracts, an infusion of nearly \$2B into the severely underfunded Teachers' Pension Plan in 2006, improved economic stability for the Association with the approved fee increase at BGM 2005, a new teacher allocation model, and the establishment of the Virtual Teacher Centre in 2001.

The Association stands now about to begin its 121st year. As stated in Article 1 of its original constitution, the two objects of the association were the protection of teachers and the advancement of education generally. These objects are spelled out and clarified in more detail in Article 4 of the NLTA Act, the Association's act of incorporation. As this brief historical overview demonstrates, the Association has taken both of these objects most seriously throughout the course of its history and it continues to lead the way as the recognized voice of teachers, and for teachers, as it moves into the 13th decade of its existence.

#### Reference:

Cuff, Harry A. (1985). *A History of the Newfoundland Teachers' Association: 1890 - 1930*. St. John's, NL: Creative Printers and Publishers Limited.

*Edward Hancock is Executive Director of the NLTA.*



Teachers rally on Confederation Hill during the 1994 province-wide strike.

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1892-93

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4	2484	2784	3084	3480
5	2604	2904	3204	3600
6	—	3024	3324	3720
7	—	3144	3444	3840
8	—	—	3564	3960
9	—	—	3684	4080
10	—	—	—	4200

Grade I Grade XI plus 1 year professional training.  
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B. Licence \$1380 C. Licence \$1200 Probationers \$1140

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William Walter Blackall

## Excerpts from an Address by William W. Blackall at the 1899 NTA Convention

Permit me, as President, to welcome you very heartily to this, the first Convention of the Newfoundland Teachers' Association. I see before me about one hundred of those who are devoting their lives to possibly the most important function of the State. The number may seem a small one. We have in all some 620 teachers in the Colony, and so may say that one-sixth only of the members of our profession are assembled. To myself, the attendance is in no way discouraging. In surveying the history of the world I call to mind bodies that, although small in their beginning, have grown to be large in their membership and mighty in their influence. If we are engaged in a righteous cause and if our object is an unselfish one, we need not fear the future. Let us sow good seed, let us sow it carefully and well; the harvest will be abundant...

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**"...That there can be no real progress in education until the teachers receive a salary commensurate with the onerous and important duties they perform."**

---

... I know there are peculiar difficulties in our way here, difficulties of travel and difficulties of poverty. With regard to the former we see visible signs of their becoming less each year. The railway, with its connecting steamers, will soon touch almost every hamlet of the Colony. Difficulties of poverty in the profession present a more serious obstacle but I cannot think that it is altogether vain to hope that some day in the near future a government will rule that will be unselfish enough to make education its first consideration, and that will bring forth some practical scheme for free and compulsory education in our country – a scheme that will also make due provision for the adequate payment of the teachers...

... I need not enumerate the objects of this Association. They have already been set forth in Circular No. 1, a copy of which was sent by our

Secretary to every teacher, and will appear in extenso in the Constitution which the Executive Council will in the course of this Convention bring before you for ratification. Suffice it for me to say that our objects must not be and are not intended to be selfish, unless to claim one's rights and privileges is to be termed selfishness. We associate, it is true, for the improvement and uplifting of our profession, and we declare that one of the conditions of improvement is an increase of salary to such a degree as to make the remuneration (1) adequate to the importance and burden of the labour, (2) sufficient to induce the best men and women to adopt the profession and abide in it. Improvement in the education given must of necessity come about through the improving of the teaching staff. But we seek much more than this, as shall presently appear...

... you will naturally be anxious to learn what your Executive Council have done during their term of office. The report of the Executive Council, to be read shortly by the Secretary, will tell you this; but I wish to refer in particular to one – possibly the most important – work that was taken in hand. I refer to the Teachers' Petition to the Honourable the House of Assembly. You have in your hands a pamphlet which contains a copy of the petition together with the debate that took place on the occasion of the consideration of the petition when it was brought before the House by the Hon. J. Alexander Robinson... You know the history of this petition. If it has done nothing more, it has excited discussion on the educational question, not only in the House of Assembly, but also in the press and generally. Like many other good things that have been bred in sincerity it has been misunderstood and abused, but it has afforded to our leading politicians an opportunity of avowing themselves on the educational question. Although I am aware that some allowance must be made in weighing the declaration of professional politicians, I think we may say that we now have the measure of some of them at least in this matter...

... I am well aware that the business of our schools is to develop the intellect, the body and the heart of the child; to render it a moral and intellec-



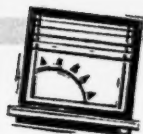
tual, a healthy and industrious citizen of the State. I do not intend to dilate upon this. But surely when a study both lends itself to this end and likewise gives the child a knowledge or a skill in some particular locality, such a study is preferable in the schools of that locality to a study that is non-utilitarian. What education there is in drawing! How the study, theoretical as well as practical, of agriculture, of fish life and culture, or of the handicrafts lend themselves to general development! Why should not these replace some of the more abstract subjects? It is useless to ask why. They must, and the sooner our Government recognizes it the sooner will the country derive the benefits that other countries are beginning to reap from Industrial Education...

... For the cause of education as well as in justice to the teachers we seek that the man who is to be sent to inspect the schools shall be one who has had considerable experience and success as a teacher in this island, so that he may be in a position to form a just and equitable opinion of the teacher's work, the circumstances of his office being taken into consideration; and be able from his previous experience to sympathize with the difficulties which confront the teacher. We hold that the essential qualification in one to be made an inspector or superintendent is successful experience. Second, is it not the legitimate right of each member of the profession to look forward to the possibility, as far as the law is concerned, of his faithful labours being some day rewarded by his appointment to the head office of the profession? Every sailor can hope to become an admiral, every barrister a judge, every priest a bishop, but as far as the law is concerned, if a teacher desires to look forward to some more lucrative or less onerous post with advancing years he must leave the ranks and join some other profession. We desire to retain and the country should desire to retain the services of the most valuable men and women as teachers...

...I shall refer to one other only of the sections of the Teachers' Petition. It reads as follows: "That there can be no real progress in education until the teachers receive a salary commensurate with the onerous and important duties they perform. We urge, therefore, that the Educational Grant be so increased that the salaries of teachers may be augmented according to qualification and years of service." This section in reality, lies at the bottom of the whole matter, and is not of the selfish nature that some have in their charity(?) being disposed to think. I can personally speak upon this question without any feeling of modesty, as I feel quite confident that when the teachers' salaries are increased, it is, and rightly so too, the teachers of the elementary schools that will be

the first to benefit. It would be difficult to persuade many that although I know of teachers in some of the outports who can live in greater comfort on less than \$600.00 a year than the Head Masters of the St. John's Colleges can live upon their incomes in the City. The actual value of no salary can be estimated apart from circumstances... A teacher ought to be able to dress decently, that he may at all events be an example to his children of tidiness and cleanliness in his own personal appearance. He requires to buy a few books and take possibly one good educational magazine, in order that he may keep himself in touch with improvements of method, etc., and freshen his intellect with an increasing store of knowledge. He should further, if the State will not provide for him in his old age, be able to set aside a yearly amount in the form of insurance. I pass over the urgent desirability of his being able to enjoy an absolute change of scenery and life during one vacation each year at least, and ask what can be left whereby to feed himself – to say nothing of a wife and family – when the charges that I have mentioned have been deducted from his stipend. The fact of the matter is that the majority of the teachers do not receive a living wage but eke out a miserable existence, the few who make themselves at all comfortable finding the means of so doing by applying their industry to other sources of revenue, such as farming and fishing. Surely the State should demand the undivided attention of its teachers and pay sufficient to make the demand a reasonable and possible one! Ladies and Gentlemen, I fear it is the old story! Very little has been given to educational purposes in the past, of the government's own free will. All additions to the Educational Grant have been obtained by pressure being exercised by the Superintendents and by others, who may from time to time have happened to hold some influence upon the powers of the hour, and it is more than evident that any further edition to it will only be secured as a government depends upon their doing their duty in this matter. Our petition has met a cold reception at the hands of the present Government. We have been told that it is impossible to grant any more of the public revenue to education. Money can be found for other things; education must wait. Education is treated by succeeding governments as a man of limited means treats luxuries. He first makes due provision for the necessities of life, and then concludes that if anything is left to spend he will indulge in this or that luxury. In likewise the government treats education. The Education Grant must be adjusted last...





# Resilience, Energy, Time Creating Our Own Igors

by JUDY BERANGER

According to *The Telegram* (October 2, 2010), the strength and wrath of Hurricane Igor hasn't been experienced in Newfoundland and Labrador since "...the Independence Hurricane of 1775!" The energy contained in that devastating marvel of nature was extraordinary. Since then we have heard about the havoc in the endless headlines and stories like "It's gone, Igor leaves despair, damage, and destruction in its path." If we look further in the same media we are moved by the stories of resilience emerging as people are connecting and reconnecting in sharing their own rising energy to cope with and manage this most unwelcome challenge.

For those who suffered and continue to suffer at the hands of Igor the wounds are slowly starting to heal. For some, it will take a long time to reorganize their space and begin to discover how their "new normal" will look. Homes and whole communities have been damaged; landscapes have changed leaving scars and empty spaces where majestic trees had once stood proud, throughout the storms of many decades, before they succumbed to Igor. In my own back yard we lost a beautiful view of trees that on a daily basis made us feel like we lived in the country. For now, our new view is a constant reminder of Igor but we are purposefully focusing on replacing our thoughts so that we can better appreciate the lovely sunsets that previously hid behind the trees that are no more.

What has Igor taught us about energy, about time, about relationships, about life and families and teams and workplaces and about the discoveries that can come from upheaval and devastation? Some people experienced terror as they witnessed the untimely and tragic loss of one precious life before their very eyes. Most of us were reminded of how truly vulnerable we really are, how fragile life truly is and yet how resilient we can be in spite of it all.

Be it for better or for worse, every one of our thoughts, emotions and behaviours has an energy consequence. In their book, *The Power of Full Engagement*, Loehr and Schwartz (2005) illustrate

that the ultimate measure of our lives is not how much time we spend on the planet, but rather how much energy we invest in the time that we have here. The premise of their book is that performance, health and happiness are grounded in the skilful management of energy. At the heart of their wisdom is the fact that: "Energy, not time, is the fundamental currency of high performance."

There is something in human nature that drives us to think "hope" even as we feel despair tugging at us from behind. The tragedy that is Igor serves as a backdrop of how people can be resilient, finding new energy and inspiration regardless of what is happening around them. Thankfully, for the majority of people it does not take a hurricane to remind us of our capacity to share ourselves and our time and in doing so we receive back a hundredfold. Most teachers are doing that on a daily basis.

## Igors Cause Havoc

If not mindful and purposeful in our own lives we can be like little "Igors" – going around causing havoc and destruction without ever comprehending any damage we may be causing. Our behaviour and the words we use have energy consequences to ourselves and others on a daily basis. Hurtful words can sting in a person's thoughts for far too long. Igor teaches us to not underestimate the energy we can have even when things are tough. Mitch Albom, in his bestseller, *Tuesdays with Morrie*, talks about his visits with his old college professor, Morrie Schwartz, who is dying of Lou Gehrig's disease, a brutal neurological disorder. As Morrie gets progressively worse, Mitch visits him every Tuesday and they have wonderful conversations about life. One week, when Mitch asks him about death, Morrie recommends that we imitate the Buddhists and be prepared for death at any time. Why? So we can be more involved in our lives while we're living them. So we can share the good energy.

Courage is energy's first cousin. The Latin word "cor" means "heart". So when we say "take heart",

we also mean "have courage". "Courage" is also the root word of "encouragement". As we encourage others we become more courageous, reinforcing it in ourselves and others. Courage gives us the energy to make things happen, to act and to believe. Many teachers model courageous acts on a daily basis. In one workshop a lady told the story of the struggles she had in her early life living with a mentally ill parent who chose not to get help. As a teenager she admits she acted out in horrible ways and challenged every teacher. She holds dear a favourite memory of a courageous teacher who was, "a tiny light in my life when all else was dark." This high school teacher told her repeatedly that he saw past all her disrespectful behaviours toward her intelligence and ability. Today, as a successful leader of over three hundred people she tells of how courage presented itself to her through her teacher and continues to energize her whenever she recalls the memory.

Energetic teachers are confident, self-assured, empathic, and value every single day. "What gives you energy? What vision do you hold for your life and how can you get there? How have you passed on energy to a student today? Think about an energetic teacher you know who is dynamic, highly motivated, hard working, and gets lots done with time left over. Does s/he have any more time to work with than you do? Energy can come from a glance, a knowing, a feeling, a synchronicity. The emerging field of cardio-energetics is teaching us about the powerful magnetic energy between people.

#### **What is your favourite song?**

What is your favourite song? One that you like to bellow out loud if you are sure no one is within hearing distance? Music gives energy. It can fill us with indescribable energy and enthusiasm. Make a point of bellowing out one of your favourite songs on your way home and notice how it feels.

Dennis Lewis, in his book *The Tao of Natural Breathing* says that "The integration of natural breathing into our lives begins with learning how to sense ourselves more completely and accurately – to consciously occupy our bodies." Conscious breathing practice builds energy and endurance.

Jean Shinoda and many other energy specialists say that the balance in our bodies is determined by the flow of physical and emotional energy and the lack of flow leads to disharmony and disease. The health of our body depends on the flow of energy to the cells. The amount of energy available to us at any given moment depends upon the quality of our inner and outer environments. Linda Hartley states that all that lives has the ability to move based on some

personal motivation, whether conscious or unconscious, instinctual or volitional. She says that even a plant, as it grows, adapts its shape and position so as to be touched by the light of the sun. People who only adapt their shape to critiquing others will have a challenging time energizing themselves. One teacher talked about the energy he felt leaving his body as he listened to his colleague complain about two particular teachers who had bubbly personalities, who were too enthusiastic and too passionate!!

Knowledge of the eleven body systems and their functions are essential to energy awareness. These systems work together each one effectively fulfilling a vital function maintaining health and balance while growing energy. To learn more about the body systems approach to health go to: [www.familyherbal-clinic.com/bodysystems.html](http://www.familyherbal-clinic.com/bodysystems.html)

What gives us energy is unique to each person. Being fully engaged in what you are doing at any given moment brings more energy and is truly a gift to ourselves. One teacher maintains energy by walking three times/week at 6:00 a.m. for about forty minutes, with a friend, rain or shine, a habit he started about five years ago. He finds the fresh air and the exercise a great start to his day and he feels like he has more time now and more energy. What is one thing you do weekly to grow energy and protect the dynamic balance that exists in your body between your physical, emotional, mental and spiritual energy? Along with all the devastation of Igor we are now hearing stories from people witnessing a previously latent energy and tenacity. People want to support others in tangible ways. There is more action than talk.

Benjamin Disraeli once said, "The greatest good you can do for another is not just to share your riches, but to reveal to him, his own". In so doing the result is a surge of energy for all concerned – our own little positive Igors!

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*Judy Beranger is a wellness and employee assistance coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Judy Beranger (ext. 265) or Ross Flood (ext. 242). Suggestions for future articles for this section are welcomed.*



# As Plain as the Nose on Your Face

by BEVERLEY PARK

According to physiognomists, "the perfect nose is one third the length of the face, with an equal distance above and below. The width at the nostrils should be no greater than the space between the eyes. One possessed of such a nose is, supposedly, also possessed with inner balance and is honest, loyal and truthful." [I can just imagine teachers in staff rooms everywhere hauling out the rulers: let the nose measuring begin!]. Alas, my nose does not measure up – or rather it measures too much! It was part of my inheritance from my father. "With a nose like that, you must be Ralph Park's daughter." Indeed.

Lest you think I have completely taken leave of my senses, let me get to why I'm talking about noses. It's because the more I work in education, the more I observe in society, the more I become convinced of

the importance of little things. This, like all my ideas, is not an original. Physicist Blaise Pascal (1623-1662), in his *Pensées* wrote that "had Cleopatra's nose been shorter, the whole face of the world would be changed." Many have (mis)interpreted this to suggest that a small detail can make a great difference. Since it suits my purpose, that is the interpretation I will accept for now.

So, what small things could change the face of your world or the world of your students? Often, we look at a situation as it is and wish for change, yet we do not see ourselves effecting that change. Either we think that it would require mammoth effort, untold resources of time and energy or we lament that it's beyond our control. Sometimes this is true. I acknowledge that it's a good thing to recognize limitations. I believe it is smart to be able to realize when something is outside our locus of control. It is regrettable, however, when we dismiss our power to act because we ignore the significance of a small gesture, a simple act.

The people in Plate Cove or some of the other small communities which fell victim to Igor this fall could very rightfully have felt powerless. No individual could fix the chasm in a road. No one person could bring back the electricity. Big things, out of their control. However, hundreds of individuals did countless small acts which added up to change their circumstances – not just in the short term that it took to solve an immediate problem, but forever. Those communities will never be the same for those experiences – neighbour to neighbour, friend to friend, and yes, stranger to stranger.

So, what can we do – teacher to teacher, teacher to student, teacher to parent – that could change our worlds for the better? What small gesture could be the pebble in the pond that causes the ripple? Often, when adults speak of what they remember about school, it is something one would never think of as having an impact. It is sometimes something we might consider "nothing" at the time – a word of

## Correction Notice

In the Sept/Oct issue of *The Bulletin*, the photo caption on page 20 erroneously listed Gerard Lowe as being pictured second from the left. Mr. Lowe is actually pictured second from the right. We sincerely apologize for this error.



Gerard Lowe (second from right) and Team Guyana pictured with their brothers and sisters from Guyana Teachers Union on Guyana night.

encouragement to the student who too rarely hears one, a smile for the kid who most often tries our patience. They are acts that the person who did them may not even remember. You probably have stories of when you were a student and some small thing a teacher did has become a cherished moment for you. Your former students likely have stories of how your small gestures have touched them in some way.

Between now and Christmas, I invite you to consider one more small thing you can do that might make a difference. You might start a habit of greeting your students at the door of the school or the classroom. You might call a parent to say you appreciate that a student always has his homework done and acknowledge that maybe they played a role in that. You might walk the corridor with a colleague on supervision duty or pack an extra sandwich in your bag for the teacher who too often skips lunch because she's busy taking care of everyone else. Obviously, I cannot suggest an exhaustive list of possibilities. You will know what is right for you. Whatever it is, I encourage you to keep it simple and keep it up! To make a real difference things have to be sustained. If you set a course for a voyage and go a degree or two off for a moment, it will not significantly affect your plan. However, if you sail one degree off course for a long journey, you will arrive at a different destination altogether!

We can, by small acts of kindness and collegiality, change our course. We can make today, tomorrow and the year better for someone else – and for ourselves. I know this all sounds like stating the obvious, but my own small act this year is to remind people at every opportunity to be gentle with themselves and with each other. Imagine if we all did that! What a difference we could make! And whether you have the perfect nose or not, you would likely find a greater inner balance if you slowed down, took stock and did one small thing for yourself or someone you encounter every day! You reap what you sow. It's as plain as the nose on your face!

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*Beverley Park is Senior Administrative Officer in the Professional Development Division of the NLTA.*





# L'ADN pédagogique...

par Jim Murphy

Comme éducateurs et éducatrices, nous devons entamer et focaliser les ressources numériques pour motiver et engager nos apprenants du 21<sup>e</sup> siècle. Nous ne pouvons pas faire ceci avec ce que Greg Whitby, dans la vidéo <http://www.youtube.com/watch?v=l72UFXqa8ZU>, appelle « un ADN pédagogique du 20<sup>e</sup> siècle ». Nous avons besoin de formuler un nouvel ADN pédagogique pour l'enseignant.e du 21<sup>e</sup> siècle. Alors, commenter un blog, critiquer un film, un roman ou un jeu vidéo en ligne dans un forum, « co-crée » ou collaborer dans un wiki, télécharger un projet vidéo envers YouTube pour partager avec d'autres personnes, tout cela demande à l'élève de penser de façon créative, originale et critique. Comme enseignant.e.s, nous devons offrir à l'élève l'occasion d'interagir avec ce monde!

Alors, sans trop élaborer la définition du Web 2.0, allez faire une recherche sur l'Internet sur n'importe quel sujet et vous allez certainement tomber dans un forum de discussion ou bien un wiki parmi les trois ou quatre premiers retours. Ces sites font parti du phénomène de Web 2.0 où nous voyons de plus en plus souvent la création de contenu à travers le partage, la pensée réfléchie et la collaboration entre personnes. (Visionner le site <http://www.internetactu.net/2005/09/29/quest-ce-que-le-web-20/> qui offre plusieurs définitions de Web 2.0 en français.)

Alors, qu'est-ce que l'élève fera dans ce monde pour démontrer la maîtrise des résultats d'apprentissage désirés? Certes, je pourrais continuer longtemps sur ce sujet, mais il servirait mieux d'investir vous-même un peu de temps dans la poursuite de ce concept. Tout de même, voici quelques outils de Web 2.0 et de communications qui méritent être mentionnés:

- Le partage de photo (Flickr) - Avec la disponibilité des appareils numériques, c'est un lieu formidable pour trouver des visuels pour la salle de classe, pour appuyer un cours d'arts, ou pour intégrer la photographie dans le curriculum.
- Le partage de vidéo (YouTube) - à noter => Si YouTube était moteur de recherche, il serait numéro deux derrière Google seulement. Mais, il y en a d'autres aussi comme [www.dailymotion.com](http://www.dailymotion.com) et [www.linternaute.com](http://www.linternaute.com), qui offrent des services semblables.

linternaute.com, qui offrent des services semblables.

- Le wiki (Wikipedia ou Wikispaces) - demander aux élèves de créer ou de collaborer un produit ou une activité ensemble. Regardez l'exemple sous la section « une mini-recherche » plus loin dans l'article. (Wikispaces est disponible en français.)

- Le blogging (Blogger ou Blogspot) - service de Google disponible en français. Les blogs (weB LOGS) sont des lieux de partage d'idées ou de nouvelles. N'importe qui peut créer ou contribuer à un Blog.

- La baladodiffusion (podcasting) (Itunes/Audacity) - créer, éditer, publier, partager ou accéder à une vaste gamme de ressources audio à travers la baladodiffusion.

- Les outils de communication synchrones (Elluminate, WIZIQ, Adobe Connect) - Tous les deux offrent une salle de classe virtuelle avec tableau, chat, partage de logiciels et voix. Ce sont des outils très puissants pour l'enseignement en direct ou le tutorat juste à temps.

- Les forums - Essayez Google Groups, un autre service de Google qui offre beaucoup de possibilités de création et maintien des forums de discussion.

Si dessous, vous trouverez quelques autres petits exemples de comment nous pouvons se servir des produits si mentionnés, mais n'hésitez pas d'aller feuilleter l'Internet où vous trouverez tout un éventail d'activités qui incorporent la technologie.

## Une mini-recherche

Chaque élève reçoit un sujet et un chapitre d'une page Wiki. Il ou elle fait sa recherche et publie les résultats dans le wiki. Ensuite, les élèves peuvent participer à une révision par les paires; cherchant à corriger la grammaire, les erreurs de frappe, le contenu, la structure des phrases, les sources du contenu, et ainsi de suite. Le logiciel wiki garde une copie de l'original et chacune des copies éditées. Alors, l'enseignant.e peut ensuite ressortir le travail et faire une révision avec la classe au complet, surtout s'il y a certaines erreurs commises qui se répètent! Ceci peut encourager beaucoup de discussion autour d'une variété de sujets sur la création et l'édition de documents, si inclus le plagiat!

## La planification des projets

Un wiki offre un format convenable d'afficher les idées suite à une rencontre, de faire une remue méninges, de partager des idées, de créer une liste d'étapes pour un projet, et ça continue! Le rapport final pourrait être sous forme d'une page wiki. Les élèves pourraient travailler ensemble ou pourraient travailler en collaboration avec d'autres élèves d'une classe avoisinante ou d'une autre école.

Vraiment, en ce qui trait à l'utilisation de ces outils et de ces idées, nous sommes limités seulement à l'imagination, aux intérêts et à l'énergie des élèves. Demandez à eux comment ils veulent démontrer leurs connaissances! Certainement, il faut survoler leurs intérêts afin de s'assurer que le contenu, le processus et les produits demandés répondent bien à leurs intérêts. À ne pas oublier non plus est que la différenciation pédagogique se prête très bien à l'intégration des TIC. Il est certain que les TIC offrent un niveau de différenciation qui va au delà des ressources normalement trouvées dans la salle de classe et ouvrent un autre monde de possibilités pour la différenciation du curriculum, tout en tenant compte du niveau de préparation, des intérêts et du style d'apprentissage de l'élève.

## Conclusion

Regardez de proche vos élèves. Regardez de proche le monde qui les entoure. Regardez de proche comment ils interagissent avec ce monde. Maintenant, posez-vous la question. Comment est-ce que j'intègre ce monde dans ma salle de classe? Quelques suggestions ont été abordées ici. Mais, vraiment, cela ne touche qu'à la surface des possibilités. Faites vos propres recherches, demandez l'aide d'un camarade, suivez un cours sur les TIC et surtout n'oubliez pas les intérêts des élèves. Ils vont certainement partager leurs idées et parler des outils dont ils se servent déjà. Certes, ils seront prêts à partager, à collaborer, à créer et à contribuer.

## Sites web et logiciels téléchargeables

En voici quelques suggestions de sites et de logiciels qui rendraient la tâche d'intégration de la technologie plus efficace. Si vous avez des suggestions en ce qui trait à d'autres ressources et comment les utiliser, inscrivez-vous au Virtual Teacher Centre (Centre virtuel des enseignants et des enseignantes) ([www.myvtc.ca](http://www.myvtc.ca)), devenez membre d'une communauté de pratique et contribuez à une conversation! Pour de plus amples renseignements, communiquez avec moi : [jmurphy@nlta.nl.ca](mailto:jmurphy@nlta.nl.ca)

Intégrer leur monde, cela paiera des dividendes. C'est le temps de faire évoluer notre ADN pédagogique!

Produit	Description	Emplacement
Photocrit	Logiciel - téléchargeable et disponible en français. (gratuit)	<a href="http://www.microsoft.com/windowsxp/using/digitalphotography/PhotoStory/default.mspx">www.microsoft.com/windowsxp/using/digitalphotography/PhotoStory/default.mspx</a>
Audacity	Logiciel - enregistreur et éditeur de son (gratuit)	<a href="http://audacity.sourceforge.net/">http://audacity.sourceforge.net/</a>
SlideShare	Site - un lieu de partage de présentations (gratuit)	<a href="http://www.slideshare.net">www.slideshare.net</a>
YouTube	Site - dois-je vraiment expliquer? :-)	<a href="http://youtube.com">http://youtube.com</a>
Blogger	Site - un service de Google pour créer et partager vos blogs. Qu'est-ce qu'un BLOG?	<a href="http://www.blogger.com">www.blogger.com</a>
Google Docs	Site - un service de Google pour le partage de fichiers	<a href="http://docs.google.com">http://docs.google.com</a>
Flickr	Site - partage de photos (gratuit)	<a href="http://www.flickr.com">www.flickr.com</a>
Jing	Logiciel de capture écran et vidéo (gratuit)	<a href="http://www.jingproject.com/">www.jingproject.com/</a>
Wikispaces	Site - créer un WIKI pour la classe. Qu'est-ce qu'un WIKI? Version française disponible.	<a href="http://www.wikispaces.com">www.wikispaces.com</a>
L'intermoute	Site - avec encyclopédies, dictionnaires, revues, etc.... (Un de mes préférés)	<a href="http://www.lintermoute.com">www.lintermoute.com</a>
Word Reference	Site - dictionnaire multi-langue	<a href="http://www.wordreference.com">www.wordreference.com</a>

Jim Murphy est coordonnateur du Virtual Teacher Centre. Cet article a été adapté d'un article intitulé « Les TIC (technologies de l'information et de la communication) en salle de classe » par Jim Murphy qui a paru dans le journal *d'immersion journal*.



# TESIC 2010

by THOMAS SHEPPARD

Last March, I was elected as the President of the Technology Educators Special Interest Council (TESIC) during our Biennial General Meeting (BGM). The surprising thing was that I had started out with no intention of standing for any post on the council. I had convinced myself that I was too busy to take an active role in TESIC and that other people would step up to fill the positions as we elected our new TESIC council. Apparently, other people at the meeting felt the same way and there was a noted reluctance by our members to stand for office. I soon realized that we were all depending on the other person to take the plunge. I began to wonder what would happen if TESIC no longer existed? Would it really matter? How would it impact my career as a Technology Teacher in this province?

The answer came to me quickly as I contemplated if I should change my mind and run for council. TESIC is the voice of Technology Teachers in Newfoundland and Labrador and if it was silenced then we would have no representation of our unique viewpoint through the Newfoundland and Labrador Teachers' Association (NLTA). Technology teachers need a strong advocate to help us promote the use of technology in teaching and learning, to campaign for more relevant professional development opportunities, and to explain the challenges and demands of our role in the education system. I agreed, with some encouragement, to stand for office and was elected to the TESIC council.

It was obvious that others felt the same as each position was filled and the new TESIC council took shape. I am impressed with the quality and experience of the people on this new council. Here is a list of your members on the TESIC council:

- Thomas Sheppard (thomassheppard@esdnl.ca), President, Technology Teacher, Frank Roberts Junior High, Conception Bay South
- Christina Cox (christinacox@esdnl.ca), Vice-President, Department Head of Language Arts, Holy Cross Junior High, St. John's
- Donna King (donna.king@wnlsd.ca), Treasurer, Technology Teacher/Network Administrator, Pasadena Academy, Pasadena
- Bruce King (bruce.king@wnlsd.ca), Secretary,

Skilled Trades & Technology Teacher/Network Administrator, Elwood Regional High, Deer Lake

- Tom Kennedy (thomaskennedy@esdnl.ca), Communications Officer, Technology/Social Studies Teacher, St. Joseph's All Grade School, Terrenceville
- Robert Belliveau (rob.belleveau@wnlsd.ca), Member at Large (Western Region), Social Studies Teacher, Stephenville High School, Stephenville
- Joe LaFitte (joelafitte@hotmail.com), Member at Large (Eastern Region), Technology/Library Resource Teacher, Carbonear Collegiate, Carbonear
- Craig Wells (cwell@evh.k12.nf.ca), Member at Large (Central Region), Technology Coordinator, Exploits Valley High, Grand Falls-Windsor

If you have any issues, comments, or ideas to pass along then I encourage you to contact myself or another council member.

One of the top priorities for this council is to actively engage and interact with the membership. This is no easy task given the barriers of geography and time. We are going to try to accomplish this with two important initiatives. First, we need to use the TESIC group on the Virtual Teacher Centre (VTC) to collaborate, share resources and establish a meaningful dialogue amongst teachers. I encourage all technology teachers and teachers using technology in their classrooms to visit the VTC (<http://myvtc.ca>); sign-in or register if not already a member; click on the Groups menu, find the TESIC group and add yourself as a member of TESIC. As an added incentive we will be having prize draws towards the end of this school year for members actively contributing and participating online.

The second initiative is to schedule monthly online professional development sessions using Illuminate Live. These one hour sessions will be scheduled once a month for a Tuesday evening to start at 7:00 p.m. and will include a variety of topics of particular importance to technology teachers. By the time you read this article the first one on our schedule will have already taken place. Here is a list of what we have planned so far:

- October 19, 2010: Thomas Sheppard on NXT Robotics;
- November 16, 2010: Donna King on the Energy & Power Module (Gr. 9);

- December 14, 2010: Dave Gill on Video Production;
- January 18, 2011: Norm Littlejohn on the Control Module (Gr. 8);
- February 15, 2011: Chrissy Cox on Animations;
- March 22, 2011: Joe LaFitte on Skilled Trades (High School).

The link to connect to the Elluminate Live (E-Live) sessions will be made available on the TESIC group in the VTC and will be open to registered members.

We are asking all technology teachers and teachers with a commitment to using technology to register to be a member of TESIC by signing-up for the VTC and joining the TESIC group. By registering, we can get a better idea of how many teachers are out there teaching technology and, by interacting on the TESIC portal, we can learn more about the issues that are important to our members. An added incentive to joining TESIC is that our membership is now free.

For TESIC to represent the Technology teachers and teachers using technology in the curriculum, we need feedback and input from our members. The TESIC portal on the VTC is one source. We will be developing surveys for you to complete to help us guide our activities and be your voice at the NLTA. We hope you can take the time to complete and return these surveys because this, and the interaction on the TESIC group site, will guide our planning and our efforts to represent your interests. We wish you all a healthy and successful school year and we look forward to hearing from you in the coming months.

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*Thomas Sheppard is a Technology Teacher at Frank Roberts Junior High in Conception Bay South.*





# NLTA AWARDS

## 2010-11

### ***Is There a Potential Winner in your School?***

Each year your Association honours several of its members with four prestigious awards. Please take a moment to read about them. If you feel that someone within your school qualifies for nomination for one of these awards for the 2010-11 school year, please contact your school representative who will forward the name and information on this person to your branch president or the appropriate special interest council president.

### **Special Recognition Award**

This award was instituted by Johnson Incorporated to recognize the 100th Anniversary of the NLTA. It is presented annually to an active or life member of the Association who, while a teacher in the province, has made a major contribution to the **cultural, social and/or community life** of Newfoundland and Labrador. The award recognizes contributions in the areas of the arts (music/literature/visual arts), community service, and/or municipal politics. Nominations must come from branches or special interest councils and must be **received at the NLTA Office by January 15th**.

### **Allan Bishop Award**

This Award was also established during the NLTA Centennial Year to recognize outstanding service to the NLTA at the **provincial** level and it is named after former NLTA President and long-time staff member, Allan Bishop. The award is open to any active or life member of the Association, except that current members of the Provincial Executive are ineligible for the award and a provincial past president is ineligible for the award within three years of his/her presidency. Nominations must come from branches or special interest councils and must be **received at the NLTA Office by January 15th**.

### **Bancroft Award**

This award, named in honour of James Frederick Bancroft, the first president of the NLTA, was established in 1980 during the 90th anniversary of the Association. The award was established to recognize the outstanding service given to **branches** by the dedicated and talented teachers whose efforts have helped make the NLTA the strong association it is today. Nominations must come from branches and must be **received at the NLTA Office by January 15th**.

### **Barnes Award**

This award was established in 1987 and is named for Dr. Arthur Barnes, a long-time supporter of the Association, who, in 1920, became the first Minister of Education. The award was established to recognize outstanding professional development services provided by teachers at the **special interest council** level. Nominations must come from special interest councils or branches and must be **received at the NLTA Office by January 15th**.

All nominations for the above Association awards must be typed on the proper nomination form which can be obtained from your local branch president or the NLTA Office and must be submitted by the deadline indicated in order to be considered.

# RESOURCES

## THE LITTLE BEAR WHO WORRIED TOO MUCH

Suzie Bear worries as she prepares her piano piece for entry in the Music Festival, and becomes more and more anxious. She just can't seem to play measure sixteen correctly. The harder she tries, the worse it gets and the more anxious she becomes. But with the help of her teacher and her family, Suzie finds the perfect solution to overcoming her fears, and ways of coping. Whatever challenges she faces, and however nervous she is, Suzie Bear manages to overcome the obstacles. She is able to conquer her fear and grow in confidence and self-esteem.

Debut author Jacqueline Cook's first book in the Suzie Bear series draws on her real-life experience as an elementary school teacher in Conception Bay South, Newfoundland. As a teacher, Jacqueline has encountered a number of children who suffer from anxiety. She wanted to address this issue and find a way to reassure them as, much like Suzie Bear, they tend to worry about everything.

To order visit the publisher's web site: [www.strategicpublishinggroup.com/title/TheLittleBearWhoWorriedTooMuch.html](http://www.strategicpublishinggroup.com/title/TheLittleBearWhoWorriedTooMuch.html)

## THE BOOK OF LUKE: A SELF REFLECTION OF WHO WE CALL NEWFOUNDLAND

Newfoundlanders have sense of togetherness and need to bond to get through things we've been through. But who are we really? What have we been through? In *The Book of Luke* by Herbert Hopkins, an understanding of Newfoundland and its identity is given true perspective. It is so compounded with meaning, it's as if an entire story has passed within one chapter. With Newfoundland words, sites and sounds strung throughout, every once and awhile, there is a quick briefing on numerous pieces of Newfoundland history.

*The Book of Luke* focuses on three characters, who like most Newfoundlanders, are linked by some obscure meaning. Luke starts off his journey with a broken foot and comes across an angelic being named

Angeline who came to the island from New Orleans, and finds herself somewhat at home with the music, streets and culture. Hopkins finds distinct connections between Louisiana and Newfoundland. If you dig deep enough you can find a similar human element between two cultures, especially within those that have suffered. "I've never been to New Orleans, but somehow I know it. I think for me it's the musical connection. Some of the similarities between New Orleans and St. John's are obvious but the nuances came from much research," said Hopkins. "Yes there are connections wherever you go, but some places seem more alike than others. I think the connections are initially geographical, then historical and then ultimately cultural."

Throughout the novel you hear all of the characters thoughts. Tidbits of the past and relevance to the island seep into the plot, as Luke, Angeline and ACOM's head honcho – Nathan, consider where Newfoundland has been and how far it has come. Hopkins not only deals with the past but considers Newfoundland's current economic boom to be an important part of current culture. "Big oil is a mainstay in Louisiana and in our economy, but we all know the potential price of that. All you need to do is watch the news," said Hopkins. Diving in and out

of characters, *The Book of Luke* gives real perspective to the many different people and their views on the oil industry. Luke is an environmentalist poet, who views the industry as a money grubbing business and gives a whole new opinion to how the industry and economy function. While Nathan, who runs ACOM may vouch for oil production, but finds himself without empathy and losing his marriage.

A totally different style, Hopkins takes his reader for a unique ride. You'll learn things you never knew and question yourself as a Newfoundlander. Whether for good or bad, your opinion will be jilted and your mind will wonder with Luke's thoughts. Meanwhile, you will be laughing all along the way. Check out Luke Delaney at [www.wordsandwood.ca](http://www.wordsandwood.ca) and make the best of this small piece of Newfoundland while you can!

Herbert F. Hopkins is a retired teacher with a passion for the arts. *The Book of Luke* is his first novel. He is also the author of a collection of poetry, *A High of Zero*. Hopkins lives with his wife, daughter and son in St. John's, Newfoundland.

(This review by Gina Gill was originally published in the August 2010 issue of *The Current*, <http://currentmag.files.wordpress.com/2010/08/currentaug6low.pdf>)



## Tales Told By Teachers Vols. I & II

Need a great gift idea (birthday, Christmas, retirement)? **This is it!**

**And what a bargain: only \$12.95!** (plus postage where applicable)

Contains stories, poems, amusing anecdotes – recalled by retired teachers: "tales out of school" to make you laugh or cry – nostalgia at its best!

Volumes I and II were published by the Retired Teachers' Association of Newfoundland and Labrador: Volume I in 1998 and Volume II in August 2010.

### Order by phone, e-mail or post:

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Geraldine Wall: [gwall@nf.sympatico.ca](mailto:gwall@nf.sympatico.ca); (709) 634-4965  
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RTANL, 3 Kenmount Road, St. John's, NL A1B 1W1



#### NLEE 2ND ANNUAL PROVINCIAL WORKSHOP

November 18-20, 2010

Pinetree Lodge, Traytown

Are you a teacher who incorporates outdoor or environmental education into your teaching? Join with teachers and other environmental educators from across the province at the Newfoundland and Labrador Environmental Educators (NLEE) 2nd Annual Provincial Workshop. For more information or inquiries about limited substitute time, contact Denise at vice-chair@nlee.ca or 368-4689 (evening).

#### SCHOOL ADMINISTRATORS' COUNCIL ANNUAL CONFERENCE & AGM

May 18-20, 2011

Terra Nova Park Lodge. "Leading and Learning Together". Featured Speaker: Dr. J. Tim Goddard, Dean, Faculty of Education, UPEI. For more information visit [www.cdli.ca/sac2011/sac2011.html](http://www.cdli.ca/sac2011/sac2011.html).

#### 2011 NATIONAL STUDENT LEADERSHIP CONFERENCE

September 27 - October 1, 2011

Corner Brook. Corner Brook Regional High will play host to 1,000 student delegates as well as up to 250 teacher delegates for a week-long conference entitled "A New Found Energy". For information on the conference and Call for Presenters visit [www.cslc2011.ca](http://www.cslc2011.ca).

#### CROSS WORKSHOP: BARBARA COLOROSO LECTURES

October 7, 2011

CROSS proudly presents international bestselling author and speaker Barbara Coloroso. She will be presenting two lectures: "Just Because It's Not Wrong Doesn't Make It Right: Teaching Students to Think and Act Ethically" and "The Bully, the Bullied, and the Bystander." Registration opens April 1, 2011. Workshop information will be posted on the NLTA website ([www.nlta.nl.ca](http://www.nlta.nl.ca)) by December 1, 2010. For more information contact Keith Adey (709) 489-6481 or [keithadey@nf.sympatico.ca](mailto:keithadey@nf.sympatico.ca)

### 2010-11 Convention and Province-Wide Vote Deadlines

#### December 8, 2010

- All nominations for Office of President/Vice-President must be postmarked by this date for publication in Election issue of *The Bulletin*.
- Photograph, biographical sketch and election statement of nominees for Office of President/Vice-President must be postmarked by this date for publication in Election issue of *The Bulletin*.

#### January 4, 2011

Deadline for mailing of election posters to schools.

#### January 8, 2011

Mailing of Election issue of *The Bulletin*.

#### January 9, 2011

Final deadline for receipt of nominations for Offices of President and Vice-President.

#### January 27, 2011

Proposed change, amendment or repeal of NLTA By-Laws to be actioned by Convention must be presented in writing to the NLTA.

#### February 8, 2011

Province-wide vote for the election of President and Vice-President.

#### February 22, 2011

Run-off ballot for the election of President and Vice-President (if required).

#### February 27, 2011

- All nominations for Provincial Executive for publication in Convention issue of *The Bulletin* must be postmarked or hand delivered to NLTA Office.
- Names of elected delegates and alternates to Convention should be forwarded to NLTA Office for printing in Convention issue of *The Bulletin*.
- Resolutions to Convention must be received at the NLTA Office.

#### March 27, 2011

Mailing of Convention issue of *The Bulletin*.

#### April 27-29, 2011

Biennial General Meeting

#### April 28, 2011

Final deadline for receipt of nominations for Provincial Executive.

### Dates to Remember

#### November 2010

- Nov 15 **Department Deadline:** Teacher Exchange applications to Australia, Britain and USA.
- Nov 18 **Deadline:** PD Fund applications
- Nov 25 NLTA Executive Meeting
- Nov 26-27 Joint Council Meeting

#### December 2010

- Dec 2-3 Pre-Retirement Seminar, St. John's
- Dec 15 **Department Deadline:** Teacher Exchange applications to Ontario
- Dec 16 **Deadline:** PD Fund applications
- Dec 16-17 Pre-Retirement Seminar, St. John's

#### January 2011

- Jan 15 **Deadline:** 2011 Christmas Card Contest entries
- Jan 15 **Deadline:** Receipt of nominations for Barnes, Bancroft, Allan Bishop and Special Recognition Awards
- Jan 20 **Deadline:** PD Fund Applications

#### February 2011

- Feb 1 **Deadline:** Applications for Educational Leave - teachers must make prior application to school board
- Feb 14 Janeway Day in the Schools